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Project ABLE, in its effort to aid disadvantaged children, worked with intermediate grade children of low socio-economic background. The personnel involved were classroom teachers, guidance counselors, school psychologists, and reading teachers. The children were helped through such ways as counseling, remedial reading, enrichment activities, field trips, and "team teaching." Parents were encouraged to support the project through home visits, school conferences, and meetings.

The aim of the project was to encourage these children to have a more positive attitude about school and education. At the end of the first year, results of examinations showed that the attitudes of the children, and their parents, had become more positive.

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helping EDUCATIONALLY DISADVANTAGED children

THE SECOND YEAR OF PROJECT ABLE

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT / BUREAU OF GUIDANCE / ALBANY

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TABLE OF CONTENTS

Chapter		Page
I	Introduction.	1
II	1962-63 Project Dimensions.	2
	A. Enrollment and Grade Placement.	2
	B. Program Costs	5
III	The Pupil Population.	7
	A. General Characteristics	7
	B. Selection for the Project	7
IV	Personnel Resources	8
V	Project Activities for Pupils	10
	A. Counseling.	10
	1. Individual.	10
	2. Group	10
	3. Conference Content.	10
	B. Remedial Reading.	11
	C. Trips.	11
	D. Pupil Personnel Services.	12
	1. School Psychologist	12
	2. School Social Worker.	12
	3. School Nurse-Teacher.	12
	E. Other Innovations	13
	1. Reorganization for Instruction.	13
	a. "Team-Teaching"	13
	b. Regrouping of Pupils.	13
	c. Special Study Facilities.	13
	d. Summer Programs	13
	e. Specific Examples	13
	2. Enrichment.	14
	3. Administrative Arrangements	15
VI	Project Activities for Parents.	15
	A. Home Visits	15
	B. School Conferences.	16
	C. Parent Groups	16
	D. Other Parental Contacts	16
VII	Project Activities for Staff Members.	17
	A. Developing General Understandings	17
	B. Developing Local Responses.	17
	C. Other Activities.	18
	D. Specific Examples	18
VIII	Project-Community Liaisons.	19

Chapter		Page
IX	Assistance Needed	19
X	Outcomes.	20
	A. Data Sources.	20
	B. Results	20
	1. Academic Achievement.	20
	2. Measured Ability.	21
	3. Attendance.	21
	4. Attitudes	21
	5. Other	21
	C. Outcomes: Anticipated and Actual	22
XI	Summary	22

TABLES

No.	Title	Page
I	Project Pupils: Number and Grade Placement by District 1961-62 and 1962-63	3
II	Project Classes by Educational Levels.	4
III	Project ABLE: 1962-63: Cost of the Program.	5
IV	Distribution of Total Project Expenditures	6
V	Distribution of Personnel in Local Projects	9

Foreword

We believe that educationally disadvantaged children can be helped. We believe that Project ABLE demonstrates that this is true. ABLE was established in the school year 1961-62 to help school districts improve their programs of education for children from deprived backgrounds. The Department's plan was to conduct ABLE for a five-year term, during which improved practices and procedures developed in the cooperating school districts could be demonstrated and highlighted for the benefit of other school people, and the public as well. Important to the accomplishment of our demonstration purpose was the distribution in 1963 of Project ABLE: The First Year, a report of initial efforts and outcomes. The present bulletin outlines progress in 1962-63, the second project year. Readers of the two bulletins, the first of which is in its second printing, will note that in Helping Educationally Disadvantaged Children: The Second Year of Project ABLE our conviction of the "rightness" of our orientation continues undiminished. We think that you will find in this latest report the emerging evidence which supports our confidence.

As in the first year, ABLE was implemented in 1962-63 through a grant of $200,000.00 from the New York State Legislature. This was used by the Department to match local costs in the sixteen participating school districts. The Project was assigned to the Bureau of Guidance, under the general supervision of Dr. Irving Ratchick, Chief. From the start, ABLE has benefitted greatly from the help of Mr. Bruce E. Shear, Director of the Division of Pupil Personnel Services, of which Division the Bureau of Guidance is a part.

The Coordinator of Project ABLE in the Bureau of Guidance is Dr. Bernard A. Kaplan, who served in this capacity in 1961-62 and prepared the first report, Project ABLE: The First Year. During 1962-63, while on leave from the Department, Dr. Kaplan was Assistant Director of the National Education Association's Project: School Dropouts. In his absence, Mr. James W. Moore coordinated Project ABLE with the assistance of Mr. Harlow B. Hopkins. This bulletin was prepared by Mr. Moore.

Edwin R. Van Kleeck
Assistant Commissioner for
Pupil Personnel Services
and Adult Education

I INTRODUCTION

1962-63 was the second year in which Project ABLE was conducted as a joint venture of the New York State Education Department and sixteen cooperating public school districts. The early history of the Project, both in the Department and in the sixteen districts, has been described in Project ABLE: The First Year.* It is suggested that the reader may wish to review that document as a preliminary to considering this report.

Project ABLE was designed to demonstrate practical solutions to the problem of educating pupils from disadvantaged backgrounds within a framework which combines the professional and financial resources of the Department and local school districts. It is expected that this relationship will continue for five years, through the 1965-66 school year. Each Annual Report is intended to review the process and outcomes of a discreet period within the five year program. During this interval, the Department and the cooperating school districts will evaluate procedures for the education of the educationally disadvantaged and having identified those of proven merit will stimulate their establishment elsewhere - the districts in other appropriate local situations, and the Department throughout the State.

This report will describe ABLE activities in the sixteen school districts during their second year of participation. There has been no change in the districts involved and, in general, the same philosophy and financial arrangements prevailed as outlined in Project ABLE: The First Year. For details concerning legislation, financing, and the characteristics of the districts, the reader should consult the earlier report.

Briefly, ABLE encourages local districts to expand their service to the educationally disadvantaged in a plan approved by the Department but tailored to meet local needs. The district proposes solutions which are approved by the Department after consultation with the local officials. Variety rather than uniformity is represented in the local programs, which are not limited to specific grade levels, to the use of particular educational specialists, or to prescribed procedures. Approved local costs are shared equally by the districts and the Department.

Project ABLE is coordinated in the Department by the Bureau of Guidance whose supervisors assist the districts in the development and evaluation of local activities. Bureau personnel distribute information to all participants pertinent to their efforts and arrange annual conferences for personnel from the projects and regional conferences for project and non-project school officials. The Bureau of Guidance also coordinates STEP, the School to Employment Program for potential dropouts, and Talent Search, a program of expanded guidance services for talented but disadvantaged secondary pupils. The Annual Conference for local personnel in ABLE, STEP, and Talent Search was convened in Albany in May, 1963.

Other Department personnel participate in the development of local projects. For example, in 1962-63, supervisors from the Department's Division of Research examined a number of local ABLE efforts and prepared a report of their observations.

In the pages that follow, 1962-63 project activities are summarized. The major sources for these remarks have been the annual reports submitted by participating districts and the field reports prepared in the Bureau of Guidance.

* The New York State Education Department, Project ABLE: The First Year. The Department. Albany, New York. 1963

II 1962-63 PROJECT DIMENSIONS

As indicated above, this report represents an annual cross section - the second - of a five-year effort of the Department and sixteen school districts. In broad outline the attributes of the setting in which ABLE was conducted remained essentially unchanged from those illustrated in Project ABLE: The First Year. For this reason only three topics will be explored here; i.e., the 1962-63 project pupil enrollment, their grade placement, and program costs.

A. Enrollment and Grade Placement

In Table I the statistics for the first and second year are compared. Enrollment and grade placement are treated together because of their obvious relationship. Changes in enrollment by district are best understood after an examination of the grade levels served in the two years. For example, Albany's increase from 155 pupils in 1961-62 to 327 in 1962-63 can be seen as the result of a doubling of the grade levels involved. In all, the ABLE districts served 7519 pupils in 1962-63, an increase of 338 over the number included in 1961-62.

Table I

Project Pupils
Number and Grade Placement by District
1961-62 and 1962-63

District	Year	No. of Schools	Grade Placement - Project Pupils K	1	2	3	4	5	6	7	8	9	10	11	12	Pupil Total
	61-62	1				X	X									155
Albany	62-63	1				X	X	X	X							327
Bedford	61-62	1			X	X	X	X								51
(Mt. Kisco)	62-63	1		X	X	X	X	X	X							64
	61-62	4								X	X	X	X	X	X	240
Buffalo	62-63	4								X	X	X	X	X	X	283
	61-62	4	X	X	X	X	X	X	X							347
Greenburgh #8	62-63	1	X													45
	61-62	2							X	X	X					145
Kingston	62-63	1					X	X	X	X	X	X				182
	61-62	2										X				3050
New York City	62-63	2											X			2550
	61-62	2	X	X	X	X	X	X	X							925
Newburgh	62-63	2	X	X	X	X	X	X	X							922
Oppenheim-	61-62	1				X	X	X	X							31
Ephratah	62-63	1				X	X	X	X	X	X					103
	61-62	1								X	X	X				85
Roosevelt	62-63	1									X	X	X			80
	61-62	1								X	X	X				600
Schenectady	62-63	5	X	X	X	X	X	X	X	X	X	X				1490
	61-62	2		X	X	X	X	X	X							80
Suffern	62-63	2		X	X	X	X	X	X							170
	61-62	1						X	X							750
Syracuse	62-63	3					X	X	X	X	X					180
	61-62	1					X									52
Utica	62-63	1					X	X								106
	61-62	1	X			X										150
White Plains	62-63	1	X	X		X	X									288
	61-62	1								X	X					52
Windsor	62-63	1									X	X				48
	61-62	3				X	X									468
Yonkers	62-63	3				X	X	X								681 *
			(number of districts with pupils at each level)													
Total	61-62	28	3	3	4	8	8	6	6	5	5	4	1	1	1	7181
	62-63	30	4	5	4	8	11	10	8	5	7	5	3	1	1	7519

* Does not include 344 pupils in local extension of TABLE.

More than half of the districts altered the grade level focus of their efforts in their second year of project experience. Only three continued at exactly the same grade levels and another three continued with the same group of students but at the next higher grade levels. Still another three districts retained the same pupil population at their higher grade level and in addition initiated project efforts with a new group at the lowest of the grade levels selected in 1961-62. However, seven other districts departed more distinctly from their first year pattern, six by extending the project either to new groups or new grades or both, and one by greatly reducing the number of grade levels included.

It may be of some interest to review the rationale of the district which drastically reduced the number of grade levels - Greenburgh. In 1961-62 Greenburgh launched a comprehensive in-service education program to encourage local personnel to propose new solutions to the problem of educational disadvantage. It was decided that the most reasonable approach would be to deal with the effects of deprivation in depth at their very first appearance within the school program; i.e., at the kindergarten level. As a result, the disadvantaged pupils were carefully identified and all project resources during 1962-63 were concentrated on an elimination of the educational gap between the "normal" and disadvantaged pupils. Greenburgh personnel plan to continue to concentrate upon the 1962-63 kindergarten group as it advances through the elementary school.

Local designs, in both years, most often concentrated upon improved programs for pupils in the intermediate grades, and least often upon the senior high school grades. Grade level emphases are summarized in Table II.

Table II

Project Classes by Educational Levels

Year	Educational Levels Primary	Intermediate	Junior High School	Senior High School	Total
1961-62	18	20	14	3	55
1962-63	21	29	17	5	72

In 1962-63, additional class groups were included at each educational level, with the greatest increases in class groups occurring at the intermediate level.

B. Program Costs

In keeping with the Department's desire to allow wide latitude to local districts in devising programs, the expanded services to the disadvantaged and the attendant costs varied widely in the sixteen districts. Cost details are summarized in Table III.

Table III

Project ABLE, 1962-63
Cost of the Program

District	Expenditures			Per Pupil Cost [3]
	State	Local [2]	Total	
Albany	$14 916	$14 916	$29 832	$91
Bedford	5 600	6 008	11 608	181
Buffalo	14 986	14 986	29 972	106
Greenburgh	13 000	22 000	35 000	778
Kingston	14 200	25 372	39 572	217
New York [1]	34 300	39 429	73 729	29
Newburgh	21 600	26 052	47 652	52
Oppenheim-Ephratah	4 288	4 288	8 576	83
Roosevelt	2 403	2 403	4 806	60
Schenectady	1 369	1 369	2 738	2
Suffern	5 671	5 671	11 342	66
Syracuse	23 488	23 488	46 976	261
Utica	5 650	5 650	11 300	107
White Plains	5 913	5 913	11 826	41
Windsor	2 900	3 954	6 854	143
Yonkers	23 200	34 870	58 070	85
Total	$193 484	$236 369	$429 853	$57

1 Does not include the "control school."

2 Variations from State reimbursements are due to feature(s) or group(s) added by district and supported entirely from local funds.

3 Total divided by number of pupils in demonstration group(s).

Of note, and a measure of the local support the projects have received, is the fact that seven districts contributed more than the amount required by the matching cost plan. In other words, these districts exceeded the minimum expenditures approved by the Department, using their own funds to cover these "unaided" costs.

Obviously per pupil costs are affected both by the number of pupils involved and the expense of the new service provided. In general, low per pupil costs are a reflection of program designs which included all pupils at the project grade levels, while higher costs are accrued in programs which selected deprived pupils from among their peers. In the latter case, at any given grade level all of the pupils were not included in project activities.

In 1962-63 personnel costs represented an even greater proportion of expenditures than in the first year. The distribution of expenditures among the major cost categories is outlined in Table IV.

Table IV

Distribution of Total Project Expenditures

Category	Percent of Total 1961-62	1962-63
Personnel	83.2	90.3
Classroom Instructional Materials and Equipment	7.3	4.8
Other Services (Travel, Consultation, etc.)	9.5	4.9
Total	100.0	100.0

III THE PUPIL POPULATION

A. General Characteristics

What of the population from which project pupils are drawn? The following statement from Project ABLE: The First Year applied as accurately in 1962-63 as it did in the first year of ABLE.

> "Students in demonstration projects lived in deteriorating slum areas of a large city; they were children of families recently immigrated from the South or Puerto Rico; they were members of ethnic, nationality or minority groups; they lived in rural areas where their parents worked at sub-marginal farming; they came from low-income families and attended predominantly middle and upper-middle class neighborhood schools." *

Most often during the past year project personnel cited these attributes of their pupil groups:

- the low socio-economic status of their parents
- the inferior housing of their neighborhoods
- their low academic achievement

In greater detail, staff members observed that the parents of ABLE pupils not infrequently were unable to maintain a stable family group, that their formal education was often rather limited, and that, as unskilled workers, they typically commanded only sub-standard wages. Very often families resided in areas which were afflicted with high delinquency and high unemployment rates and in which the number of families receiving public assistance was disproportionately high. From this it is easy to accept that the pupil population which ABLE served was considered by school authorities to be poorly motivated and significantly underachieving.

B. Selection for the Project

The Project was initiated to enable districts to identify and encourage the development of the potential abilities of pupils from deprived backgrounds. Thus it would appear the major criteria for the selection of pupil participants are educational promise and educational disadvantage as a result of a deprived background. All of the districts did accommodate both elements. However, the relative importance of the two factors varied from district to district. Six reasoned that in the school(s) chosen for the project virtually all of the pupils were deprived and hence included all pupils at the designated grade levels in project efforts. A seventh provided ABLE services for all pupils at a grade level but singled out a "group within the group" for even more attention. The other nine districts selected individuals rather than classes, weighing various manifestations of promise and deprivation.

In the districts which established selection standards, either for selection of participants or, in the case of districts which included all pupils at a particular grade level but singled out "inner" groups for special

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* The New York State Education Department, Project ABLE: The First Year. The Department. Albany, New York. 1963. p. 16.

services, these criteria were used. They are listed roughly in the order of frequency of use: measured ability, recommendation of staff members, substantial degree of deprivation (sometimes as revealed on a home visit), inferior school record (underachievement), inferior reading ability, referral by knowledgeable community agencies, and inferior area of residence. In some cases pupil and parent interviews were required.

When all pupils at a grade level were included, the final decision was often made by administrators and supervisors. When individual pupils were screened, selection usually represented a consensus of a committee of staff members.

IV PERSONNEL RESOURCES

ABLE has proven to be an important stimulant to districts in the deployment of personnel to serve the educationally disadvantaged. Below are listed the educational disciplines represented in 1962-63:

Personnel	Number Full-time	Part-time
classroom teachers	80	234
guidance counselors	9	24
school psychologists	1	13
reading teachers	9	14
school social workers	2	8
tutors	0	7
lecturers	0	5
school nurse-teachers	0	4
curriculum coordinators	2	2
school librarians	0	2
attendance teacher	0	2
clinical psychologist	0	1
audio-visual coordinator	0	1
visiting teacher	0	1
elementary supervisor	0	1
language-speech consultant	1	0
research associate	0	1
helping teacher	0	1

All of the local projects assigned a coordinator who was responsible for the operation of the program. In all but four districts, coordination was assumed by an administrator in addition to his other duties. Otherwise, there were two full-time coordinators and two part-time coordinators.

Staff members were assigned to the local projects most often on the basis of relevant experience (13 districts), pertinent training (11 districts) or interest (10 districts). However these additional factors were frequently considered as well: pupil acceptance, knowledge of pupils, and personality. Two districts used only volunteers and one required a personal interview before the assignment was made.

An improved understanding, both of local programs and of the project state-wide, can be gained by examining the array of personnel assigned to each of the local programs. Table V displays the distribution of personnel resources in the projects as listed in their annual reports.

Table V

Distribution of Personnel in Local Projects

Types of Personnel
(X = full-time, 0 = part-time, X-0 = both full-time and part-time)

District	classroom teacher	guidance counselor	school psychologist	reading teacher	school social worker	school nurse-teacher	other
Albany	X-0	X	0	X		0	X-0
Bedford	0	0	0	0	0		
Buffalo	0	0	0	0	X		0
Greenburgh			0	0	X-0		X-0
Kingston	X-0	0	0	0	0	0	X
New York		X-0	0		0		0
Newburgh	X-0	X	0	X			0
Oppenheim-Ephratah	0	0	0	X		0	
Roosevelt	0	0	0	0	0		
Schenectady	0	0	0				
Suffern	0	0		0			
Syracuse	X-0	X-0	0	X-0	0		X-0
Utica	X-0		0	0		0	0
White Plains	X-0		0	0	0		0
Windsor		0					0
Yonkers	X	X	X	X			X

The projects are conducted mainly by personnel with other non-project duties. The vast majority of assignments are on a part-time basis. Only four districts have employed full-time personnel in at least three educational specialties; seven districts used one or two full-time personnel; and, five districts, no full-time personnel. All but one of the local projects involve personnel from at least three major disciplines.

V PROJECT ACTIVITIES FOR PUPILS

Remedial reading and expanded guidance service were features of many of the programs as can be noted in Table V. Trips were also a popular program element. Therefore these activities will be described following which the contribution of other pupil personnel specialists and certain program arrangements will be discussed.

A. Counseling

1. Individual

Individual counseling of pupils by a guidance counselor was conducted in 12 of the 16 programs. The schedule of interviews varied considerably from one per year to three per month. All units provided more than scheduled counseling attention where it seemed necessary.

2. Group

All but two of the programs scheduled group sessions for project pupils with a regularity which ranged from once each week to two per year.

Five districts stated that counseling services were evenly distributed among project pupils and seven indicated that they concentrated their counseling activities upon particular pupil types or problems.

3. Conference Content

Something of the nature of the assistance rendered by counselors to project pupils can be gleaned from the issues that they considered together. From the topics mentioned by project personnel, certain major content areas have been identified. Most frequently counselors dealt with problems of academic adjustment and personal-social relations in their efforts with pupils. School behavior, home-family problems, cultural development, and aspirations also received much attention.

Academic adjustment, more specifically, included topics such as "how-to-study," "stay-in-school," motivating learning, and understanding the school program and selecting courses. Personal-social adjustment subsumed concerns such as interpersonal relations, personal problems, and "persistence." Behavior involved cooperation with the staff, attendance, and respect for the rights of others. Home-family problems included cleanliness and dress, the "cultural gap" between home and school, and home and school responsibilities. Cultural development covered avocational interests, values such as honesty, trip related questions, and possible reactions to poverty. Aspirations, a most appropriate topic, represented discussions of future plans, employment prospects, educational and occupational orientations, and the whole area of scholarships.

These guidance related practices are worthy of special note. A counselor was employed in the summer months to examine the school records in search of talented underachievers. At least two districts have developed special folders for individual pupils in which to store data relevant to their project membership. A special report card for parents summarizing the effect of the enlarged project efforts upon their

children has also been prepared in one district.

B. Remedial Reading

Thirteen of the sixteen projects established remedial reading groups. One of the three districts with no such program during the school year established two groups in the summer. The median number of groups per district was seven, which of course, must be considered against the range of program enrollments. The median number of pupils per group was seven. Three districts scheduled reading assistance during after-school hours but none on Saturday.

Remedial reading services offered project pupils were contrasted with similar efforts for non-project pupils in the districts. Mainly it appeared that no remedial reading was otherwise available; also that the project reading assistance was facilitated by a greater abundance of appropriate materials and by the use of more experimental techniques. Three districts reported that project pupils were served in smaller groups or that admission requirements were less restrictive than in other district reading programs.

Individual tutoring, not necessarily in reading, was offered a limited number of pupils in seven districts. No clear pattern of service was apparent. For example, one program assisted two pupils one day a week for a semester, another, 20 pupils 2 days per week for 8 weeks, and another, 10 pupils, one day per week. In none of the districts were more than 20 pupils scheduled for these efforts, and in two districts, only two pupils.

C. Trips

Project pupils were taken on trips in all 16 programs. Typically, 14 trips were taken during the school year with an average attendance of 33 pupils on each. Most often, museums, major public facilities, and businesses and industries, were visited, although dramatic and musical productions were quite popular as well.

Trips designed especially to acquaint pupils with our institutional cultural resources were made to museums, art exhibits and galleries, botanical gardens, libraries, historic sites, and zoological gardens. To expand their horizons pupils were taken on visits to the "big city," farms, social service centers, major public facilities (airport, post office, parks) and on tours of large business enterprises. In addition in some projects, pupils "dined out," went camping, attended athletic contests and public events (community Christmas programs), and went on nature study hikes. Finally, to underline the opportunities in higher education, trips were made to educational institutions.

The businesses, industries, organizations, and cultural centers that open their facilities for pupil tours have been identified in an annotated guide for project teachers in a large city program.

Although most of the trips were taken by bus, a number were "walking trips" to locations near the school. It is not difficult to understand that trips, for many project pupils became for them the high points of project participation. Somewhat less obvious are the ways in which district personnel contrived to make use of these experiences in their educational programs.

In connection with specific trips, pupils were encouraged to report orally and in writing on what they had seen. Also, specific trips became the subject of class discussions. In relation to the trip program generally, pupils were motivated to master the technique of letter writing. Art work too was stimulated in this fashion. Library and reference work was encouraged. Where possible trips were timed to coincide with the presentation of appropriate required units of instruction.

Less directly related to the schedule of trips but none the less positively influenced by it were efforts to develop larger vocabularies, to instill enthusiasm for the study of geography, to increase sensitivity to the world of nature, and importantly, to increase interest in reading. The trips also served as a springboard from which to assist pupils to accept standard norms of public behavior and to achieve some skill in planning.

The trip program was clearly one of the outstanding ABLE elements. It was mentioned by most districts as the easiest activity of their project to implement. More importantly, more pupils in the projects recalled this as the most attractive program feature than any other. Non-project staff members in project schools considered that the trip program had made a large impact upon pupils, and parents shared this view.

D. Pupil Personnel Services

Earlier, the number of pupil personnel service workers assigned to the projects was charted and the contribution of guidance counselors was outlined. Here activities of other pupil personnel staff members are described briefly.

1. School Psychologist

In eight districts school psychologists studied the characteristics of project pupils in search of pupils of superior ability and as a preliminary to making recommendations concerning pupils who had encountered learning difficulties. In two projects, all pupils were tested individually. Psychologists in four districts also participated in case conferences, counseled pupils and parents, and conducted group discussion sessions for pupils.

2. School Social Worker

In eight districts school social workers, in addition to their home-school liaison duties, performed such functions as cooperation with the school psychologist in assistance to pupils and parents, provision of in-service instruction for project personnel, and communication with out-of-school agencies in search of and in support of service for project pupils.

3. School Nurse-Teacher

A special unit on personal hygiene was offered to project pupils by the school nurse-teacher in one district. She also stressed this topic in visits to the homes of project pupils. In some districts, school nurse-teachers arranged for the required annual physical examinations of project pupils to be completed early in the school year to insure prompt attention to disabilities which might affect the learning rate of project pupils.

E. Other Innovations

Although the services described in the previous sections were emphasized in the ABLE districts, several other innovations were employed in attempts to serve disadvantaged pupils.

1. Reorganization for Instruction

a. "Team-Teaching"

Six districts established what they termed "team-teaching." Usually this involved a division of duties and pupils among teachers whose pupils were at the same or contiguous grade levels according to the special interest and skill of individual teachers. Most often it did not include the presentation of topics by a master teacher to the majority of the pupils in the team classes followed by related reinforcing or enriching small group sessions as is sometimes provided in the team-teaching design. It did require close cooperation among staff members in the planning and presentation of topics.

b. Regrouping of Pupils

A practice related to team-teaching but confined to single subject areas was also developed. For example, pupils from adjoining grade levels were regrouped for instruction in reading in relation to their reading ability rather than to their actual grade placement. Four districts followed variations of this procedure.

c. Special Study Facilities

One district opened its project school four evenings each week to provide a supervised study experience for project and neighborhood children. Another district sponsored a "study club" after school hours. Still another district arranged for a combination lunch and study room to be used at noon by its project pupils.

d. Summer Programs

In addition to the reading efforts already mentioned, three districts established summer reading programs for project pupils. Two other districts continued phases of their school year project during the summer months.

e. Specific Examples

Comparatively extensive regroupings for instruction were practiced in three districts.

Basic help classes. Carefully selected pupils in grades 1, 2, and 3 were provided a program in which their deprivation was attacked in small classes, the content of which was geared to cover the work of three primary grades in four years. Teachers were scheduled so that they had the same period free each day for consultation and planning. Pupil progress was examined at 10 week intervals at which time shifts in pupil placement were made, either to another basic help class or into the normal program.

Intermediate education departmentalized. From the beginning of the school day until 11:00 A.M., pupils in two fourth and two fifth grade classes met with their assigned homeroom teachers to receive instruction in reading, writing, and spelling. From this point in the day, pupils studied science, English, mathematics, and social studies in a departmentalized plan. Each of the four homeroom teachers assumed responsibility for instruction in one subject. Pupils moved from room to room for this phase of the program.

Remediation and enrichment. Pupils in grades 3, 4, and 5 designated as disadvantaged came regularly to a project teacher in groups of five for either remedial reading or an enriched language experience as their educational status dictated. Project teachers also planned related activities with the classroom teachers from which their pupils appeared and occasionally taught demonstration lessons.

2. Enrichment

"Cultural topics" were incorporated in the curriculum for project pupils. Five districts offered special units on drama, seven on music, and six on art. Four districts developed other areas such as writing and history. These new emphases were offered in the normal school day, in five districts. Four districts arranged enrichment activities after school, two on Saturday, and one in the evening.

Guest speakers regularly addressed pupils in eight districts. Three districts made extensive use of volunteer workers to assist in the development and expansion of cultural topics and other program phases. A special library was created for the use of project pupils in two districts. Three detailed examples of enrichment activities follow.

Special interest groups: elementary level. Usually once each week, the normal program was suspended for an interval and pupils were scheduled for a special activity program rather closely akin to the extra-curricular program familiarly present in many secondary schools. These groups differed from secondary programs in that they met during school hours, and emphasized topics and events calculated to improve the cultural background of the participants. Frequently teachers developed those areas of special interest to them professionally or avocationally. Volunteer workers were often involved. Typical topics included music and art (appreciation and participation), literature, travel and geography, local history, dramatics, science, writing. The districts using such a plan sometimes scheduled pupils so that after a stated period each pupil had been exposed to all or a large number of the "enrichments." Trips often were arranged during the period assigned for these efforts. Staff members, since the groups did not always match classroom sections, planned together in the development of the program.

Group guidance demonstration lessons. The elementary counselor introduced a group guidance topic to a class on the basis of their responses to an earlier administration of Haggerty-Olson Behavior Scale. Role playing and puppetry were often used in the presentation. A "guidance guide," prepared by the counselor was presented to the teacher containing

suggestions for further exploration of the topic in subsequent regular class sessions.

Kindergarten librarian. To enrich the cultural background of young project pupils, a specially assigned librarian read to small groups, encouraged discussions of stories, and demonstrated the proper handling of books.

3. Administrative Arrangements

Although not directly related to the instructional program, two districts developed procedures which materially contributed to the progress of their projects.

Kindergarten registration plan. A new registration procedure was designed, both to provide more service for pupils and parents and to enable district personnel to detect early instances of cultural deprivation. Featured were visits to classes in session, play periods for children while the parent was interviewed by a staff member, a second visit to class on another day, parents' meetings in the spring and in the fall after the pupil was enrolled, and visits to the homes of those who were disadvantaged.

The breakfast room. Because an adequate breakfast was not routinely provided many of their pupils at home, school personnel arranged for them to receive an inexpensive morning meal in their cafeteria. Welfare officials who assisted the pupils' families allotted funds specifically for this purpose.

It was interesting to note that a majority of the districts welcomed the stimulus to curricular change occasioned by the introduction of ABLE. On the whole, districts did not report difficulty in adapting existing curricular resources to project needs or in devising new approaches. There were, however, some instances in which project personnel continued to seek for a more effective blend of project and "regular" school programs. For example, in four districts personnel mentioned that their after-school programs for pupils needed more attention to improve their success. In cases where project sponsored reorganizations took intermediate pupils from their usual classrooms for a part of the day, the pupils were said to welcome the change.

VI PROJECT ACTIVITIES FOR PARENTS

Without exception each of the sixteen projects has emphasized activities designed to enlist the support and cooperation of parents in their efforts to overcome the educational disadvantage of their children.

A. Home Visits

In all but one of the districts school personnel visited at least some parents in their homes. There was no clear pattern of such contacts. In some cases parents who had been consulted in their homes in the first project year were not visited again in the second year; these districts concentrated upon

visits to parents of children new to the project. In two programs, all of the homes were visited at least once, in another twice, and other projects reported interviews in 16 to 86 percent of their pupils' homes. Most districts indicated second and third visits to smaller proportions of families as the situation demanded.

In one program, all staff members visited the homes of their pupils. The principal, helping teacher, or social worker accompanied staff members to offer them support and assistance on their first visits.

B. School Conferences

Again, all districts but one reported that they had arranged interviews with individual parents of project pupils at school. The percent of families so contacted ranged from 10 to 90. The districts reported that they arranged to see at school a number of those families they could not reach at home. In some cases, project counselors maintained a schedule of evening office hours to facilitate parental contacts.

C. Parent Groups

Seven districts arranged a series of 6 to 8 meetings for project parents. Presentations of project related topics were made by outside speakers and by local staff members. Typically the percent of families represented ranged between 25 and 50. Two districts, with project pupils in several buildings, provided one large meeting for all project parents. One of these last found that a large increase in attendance resulted when they established a "baby-sitting" service for the session. Other districts made use of existing parent programs (most usually the PTA), to explain the purpose and progress of the project. A series of five workshops for parents of underachievers was held in a large city district. Only three districts offered no group sessions for project parents.

Project pupils were often assembled for special purposes such as tutoring, to consider the disadvantages of early school leaving, and to examine possibilities inherent in higher education. In certain districts the parents of these same pupils were also brought together (usually in the evening) to consider the problems facing their children and to plan with school personnel the steps necessary to eliminate the difficulties.

Of interest is the note from one project which, while expressing regret at the poor attendance of parents at a program series, also stressed that their personnel were convinced that lack of attendance could not be equated with parental apathy concerning the progress of their children.

D. Other Parental Contacts

A district whose project concentrated upon kindergarten children forwarded to the home of each project pupil a supply of crayons, scissors, library books, and reading readiness materials. A number of districts informed parents of project affairs by mail. One sent several letters on special topics such as the importance of reading, preparation for a career, and the project services

available to pupils. Two districts regularly prepared a personal letter to each parent summarizing the progress of their child. As a direct outcome of ABLE, two districts initiated adult education programs for project parents. The range of subjects extended from sewing and typing to preparation for literacy tests and Negro history. Another district is completing plans for such a program. A project newspaper is mailed to all parents in one district. A comprehensive elementary project established a "lay advisory council" including parents from all sections of the city, including the project neighborhood, to guide its ABLE efforts. Several districts have sought the aid of parents in supervising pupils on trips. This too has been useful as a vehicle for increasing parent understanding and support.

Recognizing the importance of involving parents in efforts to assist their children, personnel in six districts indicated that they were not satisfied with their results in enlisting parental support thus far. Appropriate meeting topics were specifically sought in some districts, and techniques for encouraging the appearance of parents at school for interviews, in others. On the other hand non-project personnel in four project districts saw as one of the larger accomplishments of ABLE, an improved liaison with parents. Parents, themselves, in five districts applauded the closer relationships with school personnel which they attributed to ABLE. They viewed school officials as more accessible to them now than in the past.

VII PROJECT ACTIVITIES FOR STAFF MEMBERS

In general local efforts to improve the skill of staff members in dealing with educationally disadvantaged pupils fell into two categories - those designed to enhance general understandings of the problem, and those devoted to a search for local solutions.

A. Developing General Understandings

Two districts held a series of meetings for staff personnel in which the educational implications of cultural deprivation were explored. This subject was examined by two other districts in single meetings. One district made it possible for some of its personnel to visit promising programs similar in intent to theirs. Four districts arranged for some of their staff members to attend conferences on project related topics. Consultants assisted seven districts in their consideration of the subject. A parent education workshop, which met several times, was convened in a single district, which also established a professional library for staff use.

B. Developing Local Responses

Instructional materials were revised or created especially for project pupils in four districts, one of which assigned a staff member to this task during the summer months. An attempt was made in two districts to sensitize faculty members to the need to search out appropriate approaches to conventional curricular units; in the first through weekly and in the second through daily sessions with a curriculum expert. Most heartening was the practice, in nine districts, of regularly involving all staff members in project planning. Special efforts were made in six districts to bring project personnel together

to evaluate the potential of new instructional techniques. The effect of the local program upon individual pupils was examined in two districts through regular case conferences. Project affairs were scheduled for review at each faculty meeting in one district. A series of seven meetings between the classroom teachers and the pupil personnel specialists serving project pupils was convened in one district.

C. Other Activities

In an effort to free staff members for more complete project participation, a minority of the districts limited the class size of teachers with program duties, provided increased clerical assistance, and in one instance, secured the service of teacher aides. Similarly, arrangements were made for project personnel to meet for planning and review purposes during school hours. Also project staff members explained ABLE's procedures and outcomes to their non-project colleagues in district-wide meetings.

D. Specific Examples

In three districts, these activities to assist project teachers were established.

Teachers were encouraged to observe the performance of their pupils as they were served in groups by a school psychologist and a language specialist. Teachers claimed important insights were gained thereby and in the complete analysis provided them by the specialists of their findings.

In a "contact day" of five hours, two hours were reserved for efforts with teachers and three for efforts with groups of pupils by a remedial reading specialist. This teacher also provided pupils with assignments coordinated with their regular classroom instruction to be completed between reading sessions.

Daily, for one period, junior high school teachers met with a curriculum specialist to devise treatments of the mandated syllabus which take into account the deprived backgrounds of their project pupils. Departing completely from "standard" approaches in a most democratic atmosphere, truly unique and profitable ventures have been undertaken.

Obviously, effective participation in ABLE requires a commitment to the ducation of the disadvantaged which cannot always be assumed to be held by all staff embers assigned to the project. Experience was mixed in terms of staff support for BLE. Six districts reported ready acceptance of project purposes and procedures, ut an equal number indicated the need for further encouragement of staff members n this direction.

VIII PROJECT-COMMUNITY LIAISONS

Project staff members have turned frequently to their community for support in their attempt to weaken the impact of deprivation upom their project pupils. Most frequently districts have cooperated with public welfare offices, social organizations, and non-profit institutions in obtaining needed services for pupils. Seven districts each reported such contacts. In addition, liaisons were also established with the following community resources: private educational clinic, community centers, medical center, cultural institutions (non-educational), private schools, institutions of higher education, and public health offices.

The community groups and organizations provided a variety of services. The most common was counseling assistance which was obtained by six districts. Other types of aid included medical attention, tutorial and remedial instruction, an after-school recreational program, speakers, tours, funds, admission to special events, use of facilities for meetings, instructional materials, and summer camp reservations. Still other services included transportation when needed, use of swimming facilities, provision of a career day program, "baby-sitting," reduced prices to plays and concerts, nursery school admissions, scholarship assistance, a formal dinner for project pupils, advanced educational courses, a supervised evening study hall, access to a bookmobile, and awards for superior scholarship.

To insure that no worthy candidates are overlooked, one district which selects project participants from within classroom groups, obtained nominations from representatives of community agencies serving the neighborhoods in which project schools were located.

Several districts have prepared attractive pamphlets illustrating the purpose and progress of their local ABLE program for parents and community leaders.

IX ASSISTANCE NEEDED

To accomplish the purposes for which their local projects were developed, most districts were able to nominate specific additional resources which could contribute importantly. Because the inventory of needs illustrates the orientation of our districts to the education of the disadvantaged, they are summarized here.

One or more of the following types of instructional personnel were designated as necessary additions in five projects: adult educators, tutors, supervisors, librarians, resource teachers, and classroom teachers (to reduce class size).

To improve their special services to pupils, three districts sought remedial reading teachers; two districts, school psychologists and school social workers; three districts, guidance counselors; and one district, a school nurse-teacher.

The need for professional assistance to develop a more satisfactory evaluation schema, to adapt their curriculum to meet more exactly the needs of disadvantaged pupils, and to improve their in-service education for staff members was mentioned by several districts.

The all encompassing need of greater financial support was offered by four districts. Three others specifically mentioned a desire to obtain more clerical service.

X OUTCOMES

All Project ABLE districts attempted to measure the impact of their programs upon pupils, staff members, and parents. As outlined in Project ABLE: The First Year, the evaluation designs varied considerably. In 1962-63 as in the first ABLE year, control groups, "before and after" studies, and a comparison of the progress of project pupils with other pupils who had preceded them through the school, all were employed. Although districts often combined these approaches to evaluation, the "before and after" technique was the most popular. Usually it appeared as a comparison of annual results or spring and fall results on standardized tests of achievement.

A. Data Sources

In assessing project outcomes 12 of the 16 districts relied upon changes in the results achieved on standardized tests. Teacher notations of changes were sought by 10 districts. Seven districts examined the academic performance of project pupils. Case studies were developed for individual pupils in five districts. The responses of pupils, parents, and staff members, to a questionnaire concerning outcomes were utilized in four districts. Four districts compared the performance of project pupils with that of a control group. Three districts sought the opinion of parents, two of them during home visits, and one of these convened a parent workshop for this purpose. The personality variables of pupils were systematically examined in one district.

B. Results

Districts primarily sought evidence of change in the academic achievement of pupils; in their measured ability and regularity of attendance; and in the attitudes of pupils, parents, and staff members.

1. Academic Achievement

Academic progress was gauged from performance on standardized achievement tests in 10 districts, two of which focused their attention on reading skills. Six of these districts were able to discern definite outcomes from their data; two identified significant progress, two found the same growth as observed for non-project pupils, one discovered smaller improvement in the project group than in its control sections, and one noted superior progress for its project pupils in the primary grades but "normal" improvement for those in the intermediate grades.

Teacher grades were applied as the criterion in one district. Their analysis revealed no unusual change for project pupils.

Perhaps the most sophisticated study was made by a district which established individual academic standards for their pupils based on their measured ability. It was found that these pupils achieved results on

standardized achievement tests superior to those listed in the national norms but slightly inferior to those predicted from their measured ability.

2. Measured Ability

Five districts examined the distribution of intelligence quotients for their pupils before and after an interval of project participation. Three were able to identify significant growth in measured ability but two were not.

3. Attendance

A study of the pattern of school attendance of project pupils was attempted in seven districts. In four districts which made a thorough analysis of the results, three found substantial improvements, and one, no change. Of the three districts remaining which examined attendance performance , one whose program was almost entirely conducted after-school hours reported "no attendance problem," another indicated that the percent of pupils with problems of irregular attendance had declined from 40 to 10, and the final district noted that the attendance of the project group in toto remained seemingly unaffected but that the attendance of a group of project pupils singled out for special attention had improved.

4. Attitudes

The districts attempted to determine project-precipitated changes in outlook on the part of pupils, parents, and staff members. As indicated earlier, questionnaires were sometimes employed to this end, as were teacher ratings. It does seem likely that most often informal comments and subjective judgments formed the basis for the changes in attitude that were reported. Some districts bolstered their opinions on attitudes with direct quotes of comments by pupils, parents, and staff members.

Of the nine districts which reported on the attitudes of pupils, all indicated substantial changes for the better. One district noted greater improvement on the part of intermediate grade pupils than junior high school pupils.

Again, of five districts which wrote of changes in the outlook of parents as a result of the project, all stated that these were positive changes.

Five districts mentioned that teacher attitudes, as well, had altered to a more positive regard of the possibilities of assisting educationally disadvantaged pupils. One district reached this conclusion after a comprehensive study of teacher attitudes befcre and after a workshop series on the educationally disadvantaged.

5. Other

The district with perhaps the most advanced design for evaluation probed the attitude of pupils toward specific content areas. In general, greater "appreciations" of the content of specific subjects were recorded in the first than in the second project year. This

district, which selected project pupils from existing class groups, also sociometrically measured the peer acceptance of project pupils and concluded that they suffered no rejection because of their lower socioeconomic status.

Single districts each listed one of the following outcomes: improved behavior of pupils on trips, an increase in pupils' independent exploration of cultural topics, and a persistence in the improved attitudes of pupils toward their school work as they advanced to non-project grade levels. In two districts with projects at the secondary level, the first discovered a shift in the selection of major courses from the academic to the general area, perhaps wise in terms of the listed abilities of the pupils involved, but would not attribute this to project activities, and the second observed that the vocational aspirations of their pupils were tending to shift more and more into professional categories.

C. Outcomes: Anticipated and Actual

Obviously project personnel approached the implementation of their proposals with some expectancies. Only six districts reported that their outcomes were unpredicted, although one of these mentioned that the "...actual outcomes may never be seen."

Unanticipated project benefits included the following: (a) The "Hawthorne effect" was quite pronounced among staff members and parents. Also, project pupils were well accepted by their peers as indicated on a sociometric examination. (b) The verbal facility of project pupils was greater than expected. Pupil personnel and language specialists attained a warmer rapport with project pupils than was thought possible. (c) An in-service education program for teachers attracted a majority of the possible staff enrolees. Participation was voluntary. (d) Non-project pupils have tended to adjust in the same positive direction as project pupils. (e) Teachers have been startled at the strongly positive response of pupils to opportunities for improving achievement. Pupil behavior has also improved markedly. (f) Contacts with project families have been relatively easy to establish. (g) A marked tendency on the part of pupils to accept leadership responsibilities has been discovered.

Some of the outcomes were unanticipated and negative in character. Each of these was listed by a different district: (a) It was not expected that the measured attitude of pupils toward specific subject matter areas would deteriorate. Also, the difficulty in obtaining the presence of parents at evening meetings was not anticipated. (b) In the second project year, there has been some "tapering off" in enthusiasm for project affairs. (c) A need for more intensive counseling has been realized. (d) The traditional curriculum for kindergarten and grade one has been found to be somewhat unsatisfactory for project pupils.

XI SUMMARY

This report summarizes the progress of Project ABLE in 1962-63, its second year of operation. Essentially this was a year of consolidation. The techniques proposed and cautiously implemented in 1961-62 achieved something of the patina of maturity. Earlier the report was described as "an annual cross-section" of project efforts. Briefly, our review of the second year of ABLE revealed these skeletal

elements.

Projects are most commonly established at the intermediate grade levels. Not all pupils at any grade level are necessarily project members. Often they are selected from among their peers. Project pupils tend to be drawn from school populations marked by the low socioeconomic status of their parents, residence in inferior housing, and low academic achievement.

The personnel assigned to the projects represent nearly all of the educational specialties but classroom teachers, guidance counselors, school psychologists, and reading teachers predominate. Typically at least three types of specialists are assigned and the majority of project personnel discharge other duties in addition to their project responsibilities.

Disadvantaged pupils are assisted in a variety of ways, most often through counseling, remedial reading and enrichment activities of which trips are perhaps the most important. Less common but important innovations in specific programs range from "team-teaching" to revised kindergarten registration plans.

In all of the projects the support of parents was sought through a combination of home visits, school conferences, and meetings.

Education of the disadvantaged requires first that staff members accept responsibility for these pupils and, second, that they evolve professional techniques congruent with this responsibility. The cooperating districts advanced in both areas; in the first most frequently by providing forums for the review of the problem, assisted in several instances by "outside" consultants, and in the second, by providing for the involvement of staff members in project planning and in appraisal of new procedures, and by assigning specialists to routinely assist staff members.

The project precipitated an adjustment in the relations between school and community. More than formerly, educators seized the initiative in applying the resources of the community to the needs of their pupils. The question of whether or not a particular situation was the responsibility of the "school" or other agencies became subordinate to the question of how best to serve a pupil and/or his family. The search for assistance rarely went unrewarded. Specific responses varied from medical attention and psychological counseling to scholarship assistance and subsidized admissions to cultural events.

Department and local educators have been well aware of the need to demonstrate that their work with disadvantaged pupils produces positive changes in achievement, attitude, behavior and aspirations that can be measured. Recalling that the project was in its second year of operation, that educational disadvantage is not easily overcome, and that our evaluative techniques in certain areas are as untried as the procedures to which they are applied, the observable results of project activities in 1962-63 are at least encouraging.

Although the districts utilized several different approaches to evaluation, perhaps the most popular were variations of "before and after" appraisals. The results of standardized testing, teachers' comments, academic grades, case studies, and responses to questionnaires all were used to gauge progress. It seems reasonable to expect that a pupil must improve in his regard of himself and his role in life before he can improve his performance, academic or otherwise. With this observation our outcomes become much more meaningful. This is because there is considerable

evidence that almost universally the attitude of pupils toward themselves, and their responsibilities in and out of school, altered positively. In this shift, they were joined by their teachers in school and their parents at home. Significant increments in adjustive behavior and in attendance, attributes quite sensitive to pupil outlooks, were generally reported. However, the fetter of disadvantage is still apparent in the reports of academic progress. The results here are mixed. In some districts, significant gains were noted, but, in others, achievement at a rate similar to that of non-project pupils (which may itself be a considerable accomplishment), was observed. Even, in one instance, the gains made by the control group exceeded those of the active project group.

The professional educators associated with the projects, while recognizing the eventual necessity for tangible increases in achievement, are so convinced of the productive potential inherent in the new motivations their efforts have excited in their pupils, that they are quite willing to accept the academic gains produced thus far in ABLE's history as only a hint of "things to come." We have no reason to believe that they will be disappointed.